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ABSTRACT

The Motivation to Read Profile (MRP) is a public-domain instrument designed to provide teachers with an efficient and reliable way to assess reading motivation qualitatively and quantitatively by evaluating students' self-concept as readers and the value they place on reading. The MRP consists of two basic instruments: the Reading Survey (a Likert-type, self report, group-administered instrument), and Conversational Interview (which is administered on an individual basis). Item selection for the MRP was based on a review of research and theories related to motivation and included an analysis of existing instruments designed to assess motivation and attitude toward reading. The Reading Survey instrument can be administered to an entire class, a small group, or an individual, while the Conversational Interview is designed to be conducted on an individual basis. Information derived from an analysis of the results of the MRP can be used to plan instructional activities that will support students in their reading development. (Contains 36 references. Appendixes present the Reading Survey, the Conversational Interview, teacher directions for both instruments, scoring directions for the Reading Survey, and a scoring sheet.) (RS)

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ED 384 008

# Assessing Motivation to Read

Linda B. Gambrell  Barbara Martin Palmer  Rose Marie Codling  Susan Anders Mazzoni

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Instructional Resource No. 14
Summer 1995

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National Reading Research Center

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INSTRUCTIONAL RESOURCE NO. 14
*Summer 1995*

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National Reading Research Center
Universities of Georgia and Maryland
Instructional Resource No. 14
Summer 1995

Teachers have long recognized that motivation is at the heart of many of the pervasive problems we face in teaching young children to read. In a study conducted by Veenman (1984), teachers ranked motivating students as one of their primary and overriding concerns. A more recent national survey of teachers also revealed that "creating interest in reading" was rated as the most important area for future research (O'Flahavan, Gambrell, Guthrie, Stahl, & Alvermann, 1992). The value teachers place on motivation is supported by a robust research literature that documents the link between motivation and achievement (Elley, 1992; Gambrell & Morrow, in press; Guthrie, Schafer, Wang, & Afflerbach, 1993; Purves & Beach, 1972; Walberg & Tsai, 1985; Wixson & Lipson, 1991). The results of these studies clearly indicate the need to increase our understanding of how children acquire the motivation to develop into active, engaged readers.

Research supports the notion that literacy learning is influenced by a variety of motivational factors (Deci & Ryan, 1985; Eccles, 1983; Ford, 1992; Kuhl, 1986; Lepper, 1988; Maehr, 1976; McCombs, 1991; Wigfield, 1994). A number of current theories suggest that self-perceived competence and task value are major determinants of motivation and task engagement. For example, Eccles (1983) advanced an "expectancy-value" theory of motivation which stated that motivation is strongly influenced by one's expectation of success or failure at a task as well as the "value" or relative attractiveness the individual places on the task. The expectancy component of Eccles' theory is supported by a number of research studies which suggest that students who *believe* they are capable and competent readers are more likely to outperform those who do not hold such beliefs (Paris & Oka, 1986; Schunk, 1985). In addition, there is evidence which suggests that students who perceive reading as valuable and important and who have personally relevant reasons for reading will engage in reading in a more planful and effortful manner (Ames & Archer, 1988; Dweck & Elliott, 1983; Paris & Oka, 1986).

The work of other motivational theorists, such as Ford (1992) and Winne (1985), has been grounded in the expectancy-value theory. Ford's (1992) motivational systems theory maintained that people will attempt to attain goals they value and perceive as achievable. Similarly, Winne (1985) viewed the "idealized reader" as one who feels competent and perceives reading as being of personal value and

**Table 1.** Motivation to Read Profile

| READING SURVEY | CONVERSATIONAL INTERVIEW |
|---|---|
| • Group Administration | • Individual Administration |
| • 15 - 20 minutes to administer | • 15 - 20 minutes to administer |
| • 20 items | • 14 scripted items |
| • Likert scale cued response | • Open-ended free response |
| • Subscales:<br>Self-concept As a Reader<br>Value of Reading | • Sections:<br>Narrative Reading<br>Informational Reading<br>General Reading |

practical importance. Given the emphasis on self-concept and task value in motivation theory, it seems important that teachers have resources for assessing both of these factors.

A review of current instruments designed to assess reading motivation revealed a number of instruments for measuring students' general attitude toward reading (McKenna & Kear, 1990; Tunnell, Calder, Justen, & Phaup, 1988), as well as several that measure the specific dimension of self-concept (Harter, 1981; Pintrich & DeGroot, 1990). However, none of these instruments specifically address the two fundamental components of motivation as suggested by motivational theory: self-concept and task value. In addition, none of the instruments combine the use of quantitative and qualitative approaches for assessing reading motivation. Our purpose was to develop a *public-domain* instrument that would provide teachers with an efficient and reliable way to quantitatively and qualitatively assess reading motivation by evaluating students' self-concept as a reader and the value they place on reading. This article presents the *Motivation to Read Profile* (MRP), along with a discussion of its development and suggestions for use with elementary students. The instruments, teacher directions, scoring sheet, and scoring instructions are provided in the Appendix.

## Description of the Motivation to Read Profile

The MRP consists of two basic instruments: The *Reading Survey* and the *Conversational Interview*. The Reading Survey is a Likert-type, self-report, group-administered instrument, and the Conversational Interview is designed to be administered on an individual basis (see Table 1). The survey assesses two specific dimensions of reading motivation, self-

concept as a reader and value of reading, while the interview provides information about the individual nature of students' reading motivation, such as what books and stories are most interesting, favorite authors, and where and how children locate reading materials that interest them most. Because the MRP combines information from a group-administered survey instrument with an individual interview, it is a useful tool for exploring more fully the personal dimensions of students' reading motivation. The MRP is highly individualized making it particularly appropriate for inclusion in portfolio assessment.

*The Reading Survey*

This instrument (see Appendix) consists of 20 items and uses a 4-point Likert-type response scale. The survey assesses two specific dimensions of reading motivation: self-concept as a reader (10 items) and value of reading (10 items). The items that focus on self-concept as a reader are designed to elicit information about students' self-perceived competence in reading and self-perceived performance relative to peers. The value-of-reading items are designed to elicit information about the value students place on reading tasks and activities, particularly in terms of frequency of engagement and reading-related activities.

*The Conversational Interview*

The interview (see Appendix) is comprised of three sections. The first section probes motivational factors related to the reading of narrative text (3 questions); the second section elicits information about informational reading (3 questions); and the final section focuses on more general factors related to reading motivation (8 questions).

The interview is designed to initiate an informal, conversational exchange between the teacher and student. According to Burgess (1980), conversational interviews are social events that can provide greater depth of understanding than more rigid interview techniques. While conversational interviews are scripted, deviations from the script are anticipated and expected (Baker, 1984). The teacher is encouraged to deviate from the basic script in order to glean information that might otherwise be missed or omitted in a more formal, standardized interview approach. Teachers need to keep in mind that the primary purpose of the conversational interview is to generate information that will provide authentic insights into students' reading experiences. Participating in a conversational interview allows children to use their unique ways of describing their reading motivation and experiences, and it also allows them to raise ideas and issues related to personal motivation that may not be reflected in the scripted interview items (Denzin, 1970).

**How was the MRP Developed?**

Item selection for the MRP was based on a review of research and theories related to motivation and included an analysis of existing instruments designed to assess motivation and attitude toward reading. A number of instruments were examined in order to gather ideas for the development of an initial pool of MRP items (Gottfried, 1986; Harter, 1981; Johnson & Gaskins, 1991; McKenna & Kear, 1990;

Pintrich & DeGroot, 1990; Raynor & Nochajski, 1986; Schell, 1992; Tunnell, et al., 1988).

An assessment instrument is useful only if it is valid and reliable. Validity refers to the instrument's ability to measure the trait it purports to measure, while reliability refers to the ability of the instrument to consistently measure that trait. To gain information about the validity and reliability of the MRP, the Reading Survey, and the Conversational Interview were field tested.

*Development and Field Testing of the Reading Survey*

The criteria for item selection and development for the survey instrument included: (a) applicability to grades one through six; (b) applicability to all teaching approaches and materials; (c) suitability for group administration; and (d) accuracy in reflecting the appropriate dimension of motivation (i.e., self-concept or value). All survey items employ a Likert-type response scale. A 4-point scale was used to avoid neutral, central response patterns. A 4-point scale also seemed more appropriate for elementary students as there is some evidence to suggest that young children have difficulty simultaneously discriminating among more than five discrete categories (Case & Khanna, 1981; Nitko, 1983). In order to avoid repetition in the presentation of the response alternatives and to control for the threat of "response set" (i.e., children selecting the same responses for each item), some response alternatives proceed from most positive to least positive while others are ordered in the opposite way.

An initial pool of survey items was developed based on the criteria described above. Three experienced classroom teachers, who were also graduate students in reading, critiqued over 100 items for their construct validity in assessing students' self-concept or value of reading. The items that received 100% agreement by the teachers were then compiled. The agreed upon items were then submitted to four classroom teachers who were asked to sort the items into three categories of function: (1) measures self-concept, (2) measures values of reading, and (3) not sure or questionable. Only those items that received 100% trait agreement were selected for inclusion on the Reading Survey instrument.

The final version of the Reading Survey instrument was field tested in the late fall with 330 third- and fifth-grade students in 27 classrooms in four schools from two school districts in an eastern state. To assess the internal consistency of the Reading Survey, Cronbach's (1951) alpha statistic was calculated, revealing a moderately high reliability for both third grade (.70) and fifth grade (.76).

*Development and Field Testing of the Conversational Interview*

Approximately 60 open-ended questions regarding narrative and informational reading, general and specific reading experiences, and home and school reading practices were developed for the initial pool of interview items. These items were field tested in the spring with a stratified random sample of 48 students (24 third-grade and 24 fifth-grade students). These two classroom teachers were asked to identify these students according to three

reading-ability levels: (1) at grade level, (2) above grade level, and (3) below grade level. The teachers were then asked to identify, within each of the three ability level lists, the two most "highly motivated readers" and the two "least motivated readers." Twenty-four students from the list of most highly motivated readers and 24 students from the list of least motivated readers participated in the field testing of the 60 interview items. Two graduate students, who were former classroom teachers, analyzed the 48 student protocols and selected 14 questions that revealed the most useful information about students' motivation to read. These 14 questions were used for the final version of the Conversational Interview.

*Validation of the MRP*

An additional step was taken to validate the MRP. Responses to the survey and the interview were examined for consistency of information across the two instruments. The survey and interview responses of two highly motivated and two less motivated readers were randomly selected for analysis. Two independent raters compared the student responses on the survey instrument with their responses on the interview for each of the 4 students. For example, one item on the survey asks the students to indicate whether they think they are a "very good reader," "good reader," "OK reader," or "poor reader." Comments made during the conversational interview were then analyzed to determine if students provided any confirming evidence regarding their self-perceived competence in reading as they reported on the survey instrument.

Two raters independently compared each student's responses to items on the survey with information provided during the interview, with an interrater agreement of .87. There was consistent, supporting information in the interview responses for approximately 70% of the information tapped in the survey instrument. The results of these data analyses support the notion that the children responded consistently on both types of assessment instruments (survey, interview) and across time (fall, spring).

**Administering the MRP**

The MRP combines group and individual assessment procedures. The Reading Survey instrument can be administered to an entire class, small group, or individual, while the Conversational Interview is designed to be conducted on an individual basis.

*Administration and Scoring of the Reading Survey*

The administration of the Reading Survey instrument takes approximately 15-20 min. Teachers should take into consideration grade level and attention span when deciding how and when to administer the survey instrument. For example, teachers of young children may decide to administer the first 10 items in one session and the final 10 during a second session.

The survey is designed to be read aloud to students (see Appendix for Teacher Directions). One of the problems inherent in much of the motivational research is that reading ability often confounds the results so that proficient, higher ability readers are typically

identified as "motivated," while less proficient, lower ability readers are identified as "unmotivated." Research indicates that this characterization is inaccurate and that there are proficient readers who are *not* highly motivated to read, just as there are less proficient readers who *are* highly motivated to read (McCombs, 1991; Roettger, 1980). When students are instructed to read *independently* and respond to survey items, the results for the less proficient, lower-ability readers may not be reliable due to their frustration when reading the items. For these reasons, the survey instrument is designed to be read aloud by the teacher to help ensure the veracity of student responses.

It is also important that students understand that their responses to the survey items will not be "graded." They should be told that the results of the survey will provide information that the teacher can use to make reading more interesting for them and that the information will only be helpful if they provide their most honest responses.

Directions for scoring the Reading Survey as well as a scoring sheet are provided (see Appendix). When scoring the survey, the more positive response is assigned the highest number (i.e., 4) while the least positive response is assigned the lowest number (i.e., 1). For example, if a student reported that s/he is a "good" reader, a "3" would be recorded. A percentage score on the Reading Survey can be computed for each student as well as scores on the two subscales (Self-Concept As A Reader and Value of Reading). Space is also provided at the bottom of the Scoring Sheet for the teacher to note any interesting or unusual responses that might be probed later during the conversational interview.

*Administration of the Conversational Interview*

The Conversational Interview is designed to elicit information that will help the teacher gain a deeper understanding of a student's reading motivation in an informal, conversational manner (see Appendix for Teacher Directions). The entire interview takes approximately 15–20 min but can easily be conducted in three 5–7 min sessions, one for each of the three sections of the interview (narrative, informational, and general reading). Individual portfolio conferences are an ideal time to conduct the interview.

We suggest that teachers review student responses on the Reading Survey prior to conducting the Conversational Interview so that they may contemplate and anticipate possible topics to explore during the interview phase of the MRP. During a conversational interview, some children will talk enthusiastically without probing, while others may need support and encouragement. Children who are shy or who tend to reply in short, quick answers can be encouraged to elaborate upon their responses using nonthreatening phrases like "Tell me more about that . . .", "What else can you tell me . . .", and "Why do you think that . . . ." Probing of brief responses from children is often necessary in order to reveal important and relevant information.

Teachers are also encouraged to extend, modify, and adapt the 14 questions outlined in the Conversational Interview, especially *during* conversations with individual students. Follow-up questions based on comments made by the

students often provide the most significant information in such an interview.

### Using the Results of the MRP to Make Instructional Decisions

Information derived from an analysis of the results of the MRP can be used to plan instructional activities that will support students in their reading development. The following list provides some ideas for ways in which the results can be used to enhance literacy learning. First, specific recommendations are presented for using the results of the Reading Survey and the Conversational Interview. Then, general recommendations for using the MRP are provided.

*Using the Results of the Reading Survey*

- Because of the highly individualized nature of motivation, perhaps the best use of the information derived from the Reading Survey is a careful examination of an individual's responses. Individual responses to this survey instrument may provide valuable insights which can be used to create more meaningful, motivational contexts for reading instruction. For example, if a child indicates on the survey form that "reading is very hard" and that "reading is boring," the teacher can suggest books which are of particular interest to the child *and* which the child can read with ease.

- A total score and scores on the two subscales of the Reading Survey (Self-Concept As A Reader and Value of Reading) can be computed for each student. Teachers can then identify those children who have lower scores in these areas. These students may be the ones who are in need of additional support in developing motivation to read and may benefit from interventions to promote reading engagement.

- Students who have lower subscores on the Self-Concept As A Reader scale may benefit from experiences that highlight successful reading. For example, to build feelings of competence, the teacher can arrange for the child to read books to children in lower grades.

- Students who have lower subscores on the Value of Reading scale may benefit from experiences that emphasize meaningful purposes for reading. For example, the teacher can ask the child to read about how to care for a class pet or could involve the child in class plays or skits.

- If the class, as a whole, scores low on the Value of Reading scale, the teacher can implement meaningful cooperative group activities where children teach one another about what they have read regarding a particular topic. The teacher can also involve the class in projects which require reading instructions (e.g., preparing a recipe, creating a crafts project, or performing a science experiment).

- Class averages for the total score and subscores on the Reading Survey (Self-Concept As A Reader and Value of Reading) can be computed. This information may be helpful in obtaining an overview

of the classroom level of motivation at various points throughout the school year.

- Teachers may also analyze class responses to an individual item on the Reading Survey. For example, if many children indicate on the survey instrument that they seldom read at home, the teacher may decide to implement a home reading program, or the teacher might discuss the importance of home reading and parent involvement during Parent Night. Another survey item asks children to complete the following statement: "I think libraries are . . . ." If many students report a negative response toward libraries, the teacher can probe the class for further information in order to identify reasons which can then be addressed.

*Using the Results of the Conversational Interview*

- The primary purpose of the Conversational Interview is to gain insight into what motivates the student to engage in reading. Therefore, the interview questions focus on reading that students find "most interesting." This information can inform the teacher about specific topics, books, and authors that the individual student finds engaging and motivating.

- The Conversational Interview might also reveal particular activities related to reading that the child enjoys. For example, one child in our field study mentioned his father several times during the interview—reading to his father, telling his father about something interesting he had read, and selecting and buying books with his father. In such a situation, a teacher can suggest home activities or even specific books that the father and child might enjoy reading at home.

- Class responses to items on the Conversational Interview may also reveal useful information. For example, if many children express interest in a particular topic, teachers may find ways to include reading activities regarding the topic in their instructional programs. Many children may also express the same interest in a particular instructional activity which involves reading, such as inviting guest readers into the classroom or "Young Authors' Night" where children present their stories to parents and guests. This information can then be taken into account for future planning.

*General Recommendations for Using the MRP*

- The MRP can provide a means of assessing and monitoring student responses to innovations in the classroom that are designed to promote reading motivation. For example, the teacher might collect information using the MRP prior to and following the implementation of a reading motivational intervention, such as a sustained silent reading program or involvement in a classroom or a schoolwide reading motivational program. The information from the MRP can serve as a means of monitoring and documenting the effect of classroom innovations on student motivation.

- The MRP can be given at the beginning of the year to provide the teacher with profiles of each child. This information can be placed in children's reading portfolios. Teachers may decide to administer the MRP several times throughout the school year so that changes in the child's attitudes and interests about reading can be documented and compared.

- The MRP can be administered at each grade level and the assessment data retained so that teachers can compare changes in a child's self-concept as a reader and value of reading as s/he progresses from grade to grade.

These are only a sampling of ideas of the ways in which the MRP can be used in the classroom. Each teacher will have his/her own particular insights about ways in which the MRP information can best be applied to meet the needs of students.

*Cautions About Interpreting Responses to the MRP*

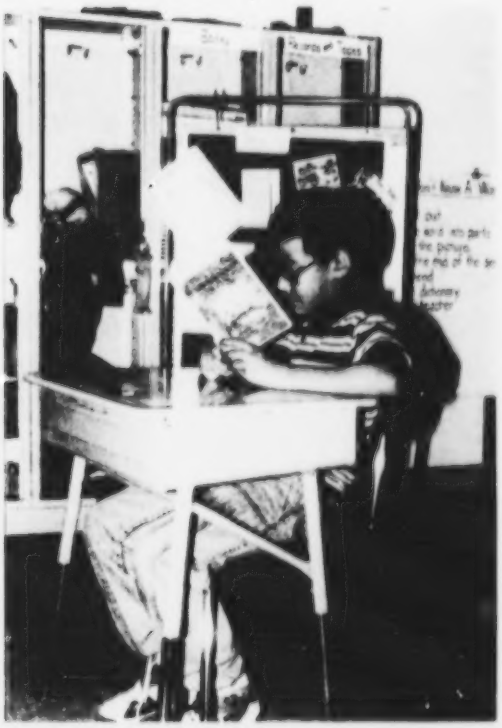
It is important to recognize that although there is support for the reliability and validity of the MRP, it is a self-report instrument, and it has limitations that are commonly associated with such instruments. For example, it is impossible to determine from self-report instruments alone whether or not students actually feel, believe, or do the things they report. Even though the elaborate, descriptive information gleaned from the interview can substantiate survey responses to some extent, it is only through careful observation that teachers can verify information derived from the MRP.

Also, one should be cautious when interpreting responses to individual items due to the contextual nature of reading motivation. For example, a student might feel highly competent as a reader when reading high-interest, self-selected narrative materials and yet feel far less competent when reading content area materials. It is more important to look across the survey and interview responses to determine patterns that reveal factors that are relevant to the student's reading motivation.

Finally, as with any assessment, the MRP should be used in conjunction with other assessment instruments, techniques, and procedures. Teachers should consider the MRP as one source of information about reading motivation.

**Summary**

Teachers today view motivation as an integral component of reading instruction. In addition, there are a number of studies that suggest a connection between motivation and achievement. Current motivational theory emphasizes the role of self-perceived competence and task value as determinants of motivation and task engagement. The *Motivation to Read Profile* was developed to provide teachers with an efficient and reliable instrument for assessing reading motivation by evaluating students' self-concept as a reader and the value they place on reading. In addition, the assessment instrument provides both quantitative and qualitative information by combining the use of a survey instrument and an individual interview.



Motivation: Integral component of reading instruction.

There are a number of ways in which the MRP can be used to make instructional decisions, and teachers are in the best position to decide how they will apply the information gleaned from the MRP in their classrooms. Ideally, the MRP will help teachers acquire insights about individual students, particularly those students about whom teachers worry most in terms of their reading motivation and development. The individualized nature of the information derived from the MRP makes this instrument particularly appropriate for inclusion in portfolio assessment. Careful scrutiny of the responses to the Reading Survey and the Conversational Interview, coupled with teacher observations of student behaviors in various classroom reading contexts, can help teachers plan for meaningful instruction that will support students in becoming highly motivated readers.

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# APPENDIX

## Motivation to Read Profile

Reading Survey

Conversational Interview

Teacher Directions: MRP Reading Survey

Scoring Directions: MRP Reading Survey

Scoring Sheet

Teacher Directions: MRP Conversational Interview

**TEACHER DIRECTIONS: MRP READING SURVEY**

Distribute copies of the Reading Survey. Ask students to write their names on the space provided.

Say:

**I am going to read some sentences to you. I want to know *how you feel about your reading*. There are no right or wrong answers. I really want to know how you honestly feel *about reading*.**

**I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence, I want you to think about the best answer for you. The second time I read the sentence, I want you to fill in the space beside your best answer. Mark only one answer. Remember: Do not mark your answer until I tell you to. Okay, let's begin.**

Read the first sample item. Say:

**Sample #1: I am in** (pause) **1st grade,** (pause) **2nd grade,** (pause), **3rd grade,** (pause) **4th grade,** (pause) **5th grade,** (pause) **6th grade**.

Read the first sample again. Say:

**This time as I read the sentence, mark the answer that is right for you, I am in** (pause) **1st grade,** (pause) **2nd grade,** (pause) **3rd grade,** (pause) **4th grade,** (pause) **5th grade,** (pause) **6th grade.**

Read the second sample item. Say:

**Sample #2: I am a** (pause) **boy,** (pause) **girl.**

Say:

**Now, get ready to mark your answer.**
**I am a** (pause) **boy,** (pause) **girl.**

Read the remaining items in the same way (e.g., number ___, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answer while you repeat the entire item).

## MOTIVATION TO READ PROFILE

### READING SURVEY

Name _____ Date _____

*Sample #1:* I am in _____ .

- ○ 1st grade
- ○ 2nd grade
- ○ 3rd grade
- ○ 4th grade
- ○ 5th grade
- ○ 6th grade

*Sample #2:* I am a _____ .

- ○ boy
- ○ girl

---

1. My friends think I am _____ .

   - ○ a very good reader
   - ○ a good reader
   - ○ an OK reader
   - ○ a poor reader

---

2. Reading a book is something I like to do.

   - ○ Never
   - ○ Not very often
   - ○ Sometimes
   - ○ Often

---

3. I read _____ .

   - ○ not as well as my friends
   - ○ about the same as my friends
   - ○ a little better than my friends
   - ○ a lot better than my friends

---

4. My best friends think reading is _____ .

- O really fun
- O fun
- O OK to do
- O no fun at all

5. When I come to a word I don't know, I can _____ .

- O almost always figure it out
- O sometimes figure it out
- O almost never figure it out
- O never figure it out

6. I tell my friends about good books I read.

- O I never do this.
- O I almost never do this.
- O I do this some of the time.
- O I do this a lot.

7. When I am reading by myself, I understand _____ .

- O almost everything I read
- O some of what I read
- O almost none of what I read
- O none of what I read

8. People who read a lot are _____ .

- O very interesting
- O interesting
- O not very interesting
- O boring

9. I am _____ .

- O a poor reader
- O an OK reader
- O a good reader
- O a very good reader

10. I think libraries are _____ .

- O a great place to spend time
- O an interesting place to spend time
- O an OK place to spend time
- O a boring place to spend time

11. I worry about what other kids think about my reading _____ .

- O every day
- O almost every day
- O once in a while
- O never

12. Knowing how to read well is _____ .

- O not very important
- O sort of important
- O important
- O very important

13. When my teacher asks me a question about what I have read, I _____ .

- O can never think of an answer
- O have trouble thinking of an answer
- O sometimes think of an answer
- O always think of an answer

14. I think reading is _____ .

- O a boring way to spend time
- O an OK way to spend time
- O an interesting way to spend time
- O a great way to spend time

---

15. Reading is _____ .

- O very easy for me
- O kind of easy for me
- O kind of hard for me
- O very hard for me

---

16. When I grow up I will spend _____ .

- O none of my time reading
- O very little of my time reading
- O some of my time reading
- O a lot of my time reading

---

17. When I am in a group talking about stories, I _____ .

- O almost never talk about my ideas
- O sometimes talk about my ideas
- O almost always talk about my ideas
- O always talk about my ideas

---

18. I would like for my teacher to read books out loud to the class _____ .

- O every day
- O almost every day
- O once in a while
- O never

---

19. When I read out loud I am a _____ .

- O poor reader
- O OK reader
- O good reader
- O very good reader

20. When someone gives me a book for a present, I feel _____ .

- O very happy
- O sort of happy
- O sort of unhappy
- O unhappy

## SCORING DIRECTIONS: MRP READING SURVEY

The survey has 20 items based on a 4-point Likert scale. The highest total score possible is 80 points, which would be achieved if a student selects the most positive response for every item on the survey. On some items, the response options are ordered least positive to most positive (see item #2 below), with the least positive response option having a value of 1 point and the most positive option having a point value of 4. On other items, however, the response options are reversed (see item #1 below). In those cases, it will be necessary to **recode** the reponse options. Items where recoding is required are starred on the Scoring Sheet.

EXAMPLE: Here us how Maria completed items 1 and 2 on the Reading Survey.

1. My friends think I am _____ .

   ○ a very good reader
   ● a good reader
   ○ an OK reader
   ○ a poor reader

2. Reading a book is something I like to do.

   ○ Never
   ○ Not very often
   ○ Sometimes
   ● Often

To score item 1, it is first necessary to recode the response options so that

*a poor reader* equals 1 point,
*an OK reader* equals 2 points,
*a good reader* equals 3 points,
*a very good reader* equals 4 points.

Since Maria answered that she is *a good reader* the point value for that item, 3, is entered on the first line of the Self-Concept column on the Scoring Sheet. See below.

The response options for item 2 are ordered least positive (1 point) to most positive (4 points), so scoring item 2 is an easy process. Simply enter the point value associated with the response that Maria chose. Because Maria selected the fourth option, a 4 is entered for item #2 under the Value of Reading column on the Scoring Sheet. See below.

**Scoring Sheet**

| **Self-Concept as Reader** | **Value of Reading** |
|---|---|
| *recode 1. 3 | 2. 4 |

To calculate the Self-Concept raw score and Value raw score, add all student responses in the respective column. The Full Survey raw score is obtained by combining the column raw scores. To convert the raw scores to percentage scores, it is necessary to divide student raw scores by the total possible score (40 for each subscale, 80 for the full survey).

# MRP READING SURVEY
# SCORING SURVEY

Student Name _____

Grade _____ Teacher _____

Administration Date _____

| recoding scale |
|---|
| 1 = 4 |
| 2 = 3 |
| 3 = 2 |
| 4 = 1 |

| **Self-Concept as Reader** | | | **Value of Reading** | | |
|---|---|---|---|---|---|
| *recode | 1. | ___ | | 2. | ___ |
| | 3. | ___ | *recode | 4. | ___ |
| *recode | 5. | ___ | | 6. | ___ |
| *recode | 7. | ___ | *recode | 8. | ___ |
| | 9. | ___ | *recode | 10. | ___ |
| *recode | 11. | ___ | | 12. | ___ |
| | 13. | ___ | | 14. | ___ |
| *recode | 15. | ___ | | 16. | ___ |
| | 17. | ___ | *recode | 18. | ___ |
| | 19. | ___ | *recode | 20. | ___ |
| **SC Raw Score:** | | ___/40 | **V Raw Score:** | | ___/40 |

**Full survey raw score** (Self-Concept & Value): ___/80

Percentage Scores

| | |
|---|---|
| Self-Concept | |
| Value | |
| Full survey | |

Comments: _____

_____

_____

**TEACHER DIRECTIONS: MRP CONVERSATIONAL INTERVIEW**

1. Duplicate the *Conversational Interview* so that you have a form for each child.

2. Choose in advance the section(s) or specific questions you want to ask from the *Conversational Interview*. Reviewing the information on students' Reading Surveys may provide information about additional questions that could be added to the interview.

3. Familiarize yourself with the basic questions provided in the interview prior to the interview session in order to establish a more conversational setting.

4. Select a quiet corner of the room and a calm period of the day for the interview.

5. Allow ample time for conducting the conversational interview.

6. Follow up on interesting comments and responses to gain a fuller understanding of their reading experiences.

7. Record students' responses in as much detail as possible. If time and resources permit, you may want to audiotape answers to A1 and B1 to be transcribed after the interview for more in-depth analysis.

8. Enjoy this special time with each student!

**MOTIVATION TO READ PROFILE**

**CONVERSATIONAL INTERVIEW**

Student Name: _____ Date: _____

## A. Emphasis: Narrative Text

Suggested Prompt (designed to engage student in a natural conversation):

**I have been reading a good book . . . I was talking with . . . about it last night. I enjoy talking about good stories and books that I've been reading. Today I'd like to hear about what you have been reading.**

1. **Tell me about the most interesting story or book you have read this week** (or even last week). **Take a few minutes to think about it.** (Wait time.) **Now, tell me about the book or story.**

Probes: **What else can you tell me?**
**Is there anything else?**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. **How did you know or find out about this story?**

_____
_____

___ assigned ___ in school
___ chosen ___ out of school

3. **Why was this story interesting to you?**

_____
_____
_____
_____

## B. Emphasis: Informational Text

Suggested Prompt (designed to engage student in a natural conversation):

**Often we read to find out about something or to learn about something. We read for information. For example, I remember a student of mine . . . who read a lot of books about . . . to find out as much as he/she could about . . . . Now, I'd like to hear about some of the informational reading you have been doing.**

1. **Think about something important that you learned recently, not from your teacher and not from television, but from a book or some other reading material. What did you read about?** (Wait time.) **Tell me what you learned.**

Probes: **What else could you tell me?**
**Is there anything else?**

2. **How did you know or find out about this book/article?**

___ assigned ___ in school
___ chosen ___ out of school

3. **Why was this book (or article) important to you?**

C. Emphasis: General Reading

1. **Did you read anything at *home* yesterday? _____ What?**

2. **Do you have any books at school (in your desk/storage area/locker/bookbag) today that you are reading? _____ Tell me about them.**

3. **Tell me about your favorite author.**

4. **What do you think you have to learn to be a better reader?**

5. **Do you know about any books right now that you'd like to read? Tell me about them.**

6. **How did you find out about these books?**

7. **What are some things that get you really excited about reading books?**

**Tell me about . . .**

8. **Who gets you really interested and excited about reading books?**

**Tell me more about what they do.**

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